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ABSTRACT

Designed to assist local community college boards in understanding and implementing the recommendations for institutional excellence presented in the publication "Building Communities: A Vision for a New Century," produced by the Commission on the Future of Community Colleges (CFCC), this report reviews the background to the CFCC publication; discusses the role of trustee leadership in institutional excellence; and provides suggestions for trustees on developing a process to use the CFCC recommendations to review reform efforts on their campus. Steps listed for making use of the CFCC recommendations include: working closely with the college president; involving college staff and community members in the review, program development, and follow-up activities; and appointment of task forces and an oversight steering committee. The booklet also lists all 63 CFCC recommendations, which cover the areas of students and faculty, curriculum, instruction, college campus, community partnerships, leadership, and assessment. It raises specific questions related to the policy, fiscal, and education issues stemming from those recommendations; e.g., How can the college maintain academic excellence while at the same time extending access? Are persistence rates of first-year students adequately documented? How will the college use basic skills assessment results for enhancing student success? Should community colleges assume responsibility for adult literacy programs? and What incentives should be provided for classroom research? Information on obtaining additional materials is presented. (PAA)

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TRUSTEE LEADERSHIP FOR INSTITUTIONAL

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The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards of public and private community and technical colleges. Membership also is open to state coordinating, advisory, and foundation boards, and state associations. The purpose of ACCT is to strengthen lay citizen governance of community colleges. Through its services, ACCT seeks to help trustees provide visionary, responsive, sensitive, and accountable education policy leadership. Important functions of the association are trustee development, advocacy of the governing board perspective at the federal level, local board assistance, promotion of the role of community colleges, and education leadership.

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February, 1989

Dear Colleague and Friend:

What an exciting time it is to be a community college trustee! America is truly in the midst of revolution, a revolution to re-establish itself as the world leader in providing quality public education to all its citizens. And, to our good fortune, we in the community colleges find ourselves right in the middle of the action.

I say "our good fortune" because the current American campaign to reform, renew, and strengthen this nation's educational institutions provides community college leaders the opportunity to challenge ourselves to use all our resources, talents, and resolve to renew and strengthen our institutions.

The ACCT Board of Directors has responded to the national reform movement by setting as its major goal for 1989 the kick-off and successful implementation of the "Trustee Leadership for Institutional Excellence" Project.

The project title tells you a lot about the project and this booklet. In the quest for institutional excellence into the 21st Century, trustee leadership is not only important, it is vital to the success of attaining educational quality. The purpose of the ACCT "Trustee Leadership for Institutional Excellence" Project is to:

- encourage local boards to involve their campuses in a systematic review of institutional effectiveness,
- assist them in reviewing programs and activities which lead their colleges into the 21st Century, and
- recognize their achievements and successes through ACCT's national publications and conferences.

The foundation of this project is the recommendations for institutional excellence developed by the AACJC-sponsored Commission on the Future of Community Colleges in its report, *Building Communities: A Vision for a New Century*. The booklet you hold in your hands has been written to serve as a tool to help guide you, your board and college through a review of the *Building Communities* recommendations and the development of corresponding activities, goals, and objectives to strengthen institutional excellence on your campus.

In the coming months, ACCT will include a special section in the *Advisor* providing information on and ideas from community colleges undertaking this exciting project. ACCT also will be spreading word of the project and providing some solid, practical advice on strategies for success at its upcoming regional seminars and annual convention.

On behalf of your association's board of directors, I invite and urge your board and college to get involved. The challenges our colleges face in the months and years ahead require trustee leadership, leadership that I believe can make a difference in this nation's quest for educational excellence for all its citizens.

Sincerely,

Daniel B. Grady
President

TRUSTEE
LEADERSHIP
FOR
INSTITUTIONAL

Excellence

A Trustee Handbook for Leading America's Community Colleges Into the 21st Century

TABLE OF CONTENTS

REFORM UPDATE: FROM "AT RISK" TO "BUILDING COMMUNITIES"	5
TRUSTEE LEADERSHIP: MAKING A DIFFERENCE	7
HOW TO USE THE "BUILDING COMMUNITIES" RECOMMENDATIONS	9
THE RECOMMENDATIONS	12
"INSIDE INFORMATION"	21

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COMMUNITY COLLEGE REFORM UPDATE: FROM "AT RISK" TO "BUILDING COMMUNITIES"

America's concern about the quality of its educational institutions and the ability of students to compute, reason and create, has been an issue of study and argument during most of this nation's post-war era. However, not since the late 1950s when we thought we might lose the race for space, has educational effectiveness been as hotly debated as it has in the 1980s.

Undoubtedly, the current debate reached the boiling point in 1983 with the release of the now-famous report, *A Nation at Risk: The Imperative for Educational Reform*. Its oft-quoted warning has become a rallying cry for many concerned Americans, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

Recent years have witnessed the publication of literally dozens of new studies and reports that, along with such political factors as state government's growing interest in community college fiscal and academic accountability, have formed the foundation of the current reform movement. As a result, many states and colleges across the nation are today addressing with fervor and creativity such issues as transfer rates, student assessment and associate degree requirements.

In 1986, the American Association of Community and Junior Colleges (AACJC) decided it was time for community college leaders to take stock of the reform movement and develop a list of recommendations to help the colleges "move into the 21st Century with wisdom and vitality." AACJC established the Commission on the Future of Community Colleges, a committee of 19 of this country's top college leaders, chaired by Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching. Two years later, in 1988, the Commission issued its report, *Building Communities: A Vision for a New Century*, which included a wide-ranging series of recommendations on how community colleges can enhance their service to local communities and the nation. U.S. Senator Nancy Kassebaum of Kansas, honorary chairperson of the Commission, summed up the report and its value to the country when she said it "offers a significant and exciting blueprint for charting the future of our nation's community colleges."

The *Building Communities* recommendations are the building blocks on which this booklet and ACCT's "Trustee Leadership for Institutional

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Excellence" Project are based. Chapter Three (beginning on page 9) provides trustees with suggestions for developing a process on campus to use the *Building Communities* recommendations to review reform efforts at their colleges. Chapter Four (beginning on page 12) lists the *Building Communities* recommendations along with some questions related to policy, fiscal and education issues stemming from those recommendations.

The *Building Communities* recommendations cover all major aspects of institutional life, including student access and success, instruction, community partnerships, assessment, and leadership. Some of the specific recommendations include improving student retention rates and the number of associate degrees awarded, ensuring students become proficient in the written and oral use of English, establishing the community colleges as a major resource for regional economic development, and strengthening college governance and leadership through various activites and strategies.

The Commission chose the "Building Communities" theme after concluding that at both the local and national level, America has become divided culturally and economically. The Commission strongly believes community colleges can help rebuild and unite America for the 21st Century through community action.

ACCT urges trustees to use this booklet to help our colleges and country reach that important goal.

TRUSTEE LEADERSHIP: MAKING A DIFFERENCE

How should the role of boards of trustees in community college reform be viewed? In three words: important, necessary, and essential.

The broad range of issues involved in community college reform—student achievement, teaching effectiveness, changing demographics, etc.—are all issues that relate directly to a board's legal and moral obligations and responsibilities for the general welfare of the institution. As Harvard University trustee and businessman Laird Bell once said, "Trustees cannot properly abdicate all concern with educational matters. Logically the trustees as the controlling body have the right—and in fact the duty—to determine what kind of education shall be offered."

In its 1986 study of K-12 boards, the Institute for Educational Leadership concluded that the success or failure of efforts to reform educational institutions "rests squarely" with local boards. "Because school boards are charged by states and localities to make policy and govern local public education, their willingness and capacity to lead, in large measure, will determine the long-range success or failure of school improvement efforts."

Wrote John W. Nason in his book *Trustee Responsibility for Academic Affairs*, "Academic affairs are by definition the central concern of an educational institution." Nason points out that the reform movement of the 1980s has changed the role of boards in matters related to all aspects of college life, including academic affairs. "Formerly accepted academic goals and standards are being challenged in a many-sided struggle for survival and the maintenance or restoration of excellence," says Nason. While boards should always allow the president to play the lead role on the academic stage, "Academic affairs are too important to be left entirely to educators. Trustees hold the institution in trust. . .They must keep in mind future generations and their needs as well as the needs of those now on campus."

Veteran board members and astute students of higher education governance agree that trustees can best meet the responsibility for overseeing their institution's educational program simply by asking questions. The *Building Communities* recommendations beginning on page 12 provide local boards with just the type of comprehensive list of issues needed to raise questions related to the quest for institutional excellence.

One of the consequences of America's national focus on institutional excellence is that community college boards are increasingly being asked to assess and make judgments on a broad range of issues. As Robert Greenleaf points out, "As I see it, there is no other way that as few people can raise the quality of the whole American society as far and as fast as can trustees and directors of our voluntary institutions, using the strength they now have in the positions they now hold."

HOW TO USE THE **BUILDING COMMUNITIES** RECOMMENDATIONS AT YOUR COLLEGE

Now you are ready to begin the process of reviewing the *Building Communities* recommendations and ultimately taking action on your college's responses to those recommendations. The purpose of this chapter is to give trustees suggestions on how this process of review might be undertaken.

LEADERSHIP

As a first step trustees should work with their college president to identify this project as important to the continuing development of their college. The president should take the leadership in establishing a process to review the *Building Communities* recommendations. The process should assess the college's current status as it relates to the various *Building Communities* recommendations, develop programs or activities in response, set priorities in terms of follow-up action, and forward those recommendations to the board for its review and action.

PARTICIPATION

The college president and the board of trustees should provide overall leadership for the review and ultimately make the final decisions on follow-up action. However, the review and prioritization process itself and the formulation of follow-up programs and activities should include a broad-based group of college staff and community members. Those who might be involved include faculty and support staff, administrators, students, alumni, and representatives of the community.

STRUCTURE

The approach an institution takes for reviewing the *Building Communities* recommendations should be consistent with its campus governance traditions, existing committee structure, and planning processes. Some colleges, in fact, convene an ad hoc task force to develop the structure for addressing such major projects.

One approach might be the appointment of a steering committee to oversee the work of task forces that are charged with reviewing the recommendations by major topics: student and faculty, curriculum, instruction, college campus, and community partnership. The task forces report to the steering committee, which in turn makes its recommendations to the president and the board.

This approach gives the college the opportunity to fully involve the campus community. Membership on the steering committee might include the leaders of the major organizations on campus as well as community representation. Task force membership could include either specialists in the areas to be studied or a mix of interested persons.

DEVELOPING AND REPORTING RESPONSES

Directions for the steering committee and (if used) task forces may come initially from the board and president. The steering committee chairperson should work closely with the president to ensure that the task objectives and timeliness are maintained.

The task force groups should first review each *Building Communities* recommendation for its appropriateness to the unique needs and mission of the institution. Task force groups then propose programs and activities responding to the *Building Committees* recommendations, and forward these responses to the steering committee. The steering committee considers each response in light of the needs and priorities of the entire institution and makes its report and recommendations to the president.

(AACJC recommends using local adaptations of its Institutional Self-Assessment Instrument to assist colleges in assessing their current status as related to the recommendations set out in *Building Communities*. See page 21 for information on getting copies of the self-assessment chart for your campus.)

TRUSTEE INVOLVEMENT

Some trustees may choose to become active at all stages of the review while others may decide to wait until the president forwards the report and college responses to the recommendations to the total board. There are advantages to both approaches. By getting involved at the review level with a committee, trustees can learn about the issues of concern to faculty and staff and articulate trustee concerns and priorities. Staff members also have the opportunity to learn and understand the perspectives of trustees. On the other hand, waiting for the president to report the committee's findings and make final recommendations allows you to make judgments and decisions as a board without concern for specific issues raised or statements made by individual trustees at the committee level.

QUESTIONS TO ASK

Once the *Building Communities* report is reviewed within the college and the president forwards recommendations to the board, trustees might use the following list of general questions when considering college responses to each of the *Building Communities* recommendations.

- How does the proposed program or activity developed in response to the specific *Building Communities* recommendations correlate with the mission statement of the college? Is a review of the college mission necessary?

- Is the proposed program or activity clear in its objective(s) and does it clearly relate to the recommendation?
- Has the committee/president fully explained the issue(s) and/or background relevant to the proposed program or activity? Does it include a thorough description of the current status of the issue at your college?
- Will the intended results of the proposed program or activity be of clear benefit to the institution, its students, and the community? What other effects will the program or activity have on the college?
- Does the proposed program or activity include a provision for an adequate and realistic budget and timetable for achievement? Can the institution afford the long-term cost implications?
- Does the proposed program or activity include an evaluation process? How will we know when we have been successful?
- Is there an appropriate role for the board to take in the successful implementation of this proposed program or activity?

READY, SET, GO!

Your board should now be prepared to take the following steps to initiate the "Trustee Leadership for Institutional Excellence" Project on your campus.

Step **1.** Secure copies of the *Building Communities* report. (See page 21 for further information.)

Step **2.** Reach agreement with your president to review in 1989 the *Building Communities* recommendations.

Step **3.** Work with the president and appropriate representatives to determine a structure to review the *Building Communities* report and to develop responses to its recommendations for board action.

Step **4.** Once your college has initiated a review process, it should forward to ACCT headquarters information on the process and actions taken. The "Trustee Leadership for Institutional Excellence" Project will publish a regular report for all ACCT member institutions on the activities and progress of colleges around the nation. (See page 21 for further information.)

THE **BUILDING COMMUNITIES** RECOMMENDATIONS FOR INSTITUTIONAL EXCELLENCE

The sixty-three recommendations listed below and on the following pages are from the Commission on the Future of Community Colleges' report, ***Building Communities: A Vision for a New Century.*** They are divided by topic.

Some of the recommendations include questions (in italics) trustees might ask when reviewing specific actions their colleges are considering in response to ***Building Communities*** recommendations. The questions are written to address policy, fiscal, and education issues related to the recommendations. Trustees should keep in mind the fact that while faculty and administrators will be reviewing the Commission's recommendations from their particular departmental expertise and interest area, the president and the board will be expected to be concerned with and consider the college-wide implications of the resulting proposed programs or activities.

STUDENT AND FACULTY RECOMMENDATIONS

1. Vigorously reaffirm equality of opportunity as an essential goal.

   How can the college maintain academic excellence while at the same time extending access?

2. Develop an outreach plan for disadvantaged students, specifically including an Early Identification Program with surrounding schools, focusing first on junior high school students.

   Should this concept be broadened to include non-disadvantaged students?

3. Expand and improve outreach programs for adults, reaching such groups as displaced workers, single parents, and adults returning after military service.

   How do these programs relate to the education focus of the institution?

4. Develop a first-year retention program with orientation for all full-time, part-time, and evening students. Such a program would include advising, an "early warning" system, career counseling, and mentoring arrangements.

   Do we have adequate documentation of persistence rates of first-year students and which programs/services enhance retention best?

5. Reduce, by 50 percent during the next decade, the number of students who fail to complete the program in which they are enrolled.

   Will this goal enhance or retard student access?

6. Bring together older and younger students and those from different ethnic and racial backgrounds to enrich learning.

7. Make a commitment to the recruitment and retention of top quality faculty and to the professional development of these colleagues.

   Is the college willing to invest the resources necessary to recruit and retain? How can this objective be reached without additional resources?

8. Increase the percentage of faculty members who are Black, Hispanic and Asian by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges.

   What other external organizations, such as local universities, foundations, and other community colleges, must be included to achieve this objective?

9. Develop a faculty renewal plan, in consultation with the faculty, that includes campus workshops, faculty-led seminars, retreats, short-term leaves, and sabbaticals.

   What incentives can the college provide for participation in such a program?

10. Set aside at least two percent of the instructional budget for professional development, providing small grants to faculty members to improve teaching through an Innovative Teachers' Fund.

    How would such a cost impact other college programs and priorities?

11. Develop policies and programs for the selection, orientation, evaluation, and renewal of part-time faculty.

Have the part-time faculty been asked for input? Are such policies and programs consistent with those for full-time faculty?

12. Avoid the unrestrained expansion of part-time faculty and assure that the majority of credits awarded are earned in classes taught by full-time faculty.

Is the ratio of part- and full-time faculty appropriate for maximum instructional quality and flexibility?

CURRICULUM RECOMMENDATIONS

13. Assess the reading, writing, and computational ability of all first-time community college students when they enroll.

How will the college use assessment results for enhancing student success?

14. Place students who are not well prepared in an intensive developmental education program.

What are the legal issues (i.e. lawsuits claiming discrimination) inherent in the development of assessment, placement, and developmental programs?

15. Ensure that college students become proficient in the written and oral use of English, with all students completing a collegiate-level writing course.

16. Teach oral and written communication in every class, with student enrollment in the basic English course restricted to no more than 25 students, and writing labs scheduled in sufficient blocks of time so that students may receive individual tutoring.

To what extent should classes such as auto technology require instruction in written communication? What is an appropriate class size for basic English in terms of educational quality and budget planning?

17. Coordinate adult literacy programs as part of the public service mandate of the community college, urging that literacy responsibility be defined by statute at the state level.

Should community colleges assume the responsibility for adult literacy programs?

18. Require that all associate degree students complete a core curriculum that provides historical perspective, an understanding of our social institutions, knowledge of science and technology, and an appreciation of the visual and performing arts.

    What do we believe a graduate should know and understand about the world? Are our curriculum requirements consistent with other higher education providers?

19. Increase the impact of the core curriculum by presenting international perspectives in the curriculum, integrating the core into technical and career programs, and finding new ways to accomplish common learning goals for students enrolled in nondegree or part-time programs.

20. Join with schools in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.

    Does the college board share a common commitment to this program with the local K-12 board?

21. Make experimental "inverted degree" models available in every state, through which specialized two-year programs would be followed by a general education sequence offered by a four-year institution.

    Is this proposal appropriate for our college and neighboring universities?

22. Insist that faculty close the gap between the so-called "liberal" and "useful" arts and that special attention be given to the selection of technical education faculty and administrators to assure that they can develop up-to-date programs that integrate the core curriculum and technical education.

23. Insure the viability of the Associate of Applied Science Degree by giving attention to communication, computation, and problem-solving competencies in addition to technical education skills.

    Should we create an AAS degree program at our college and is it an option under state law?

24. Develop a clear agreement among faculty, students, and administrators on what portions of the core curriculum are to be included in technical education programs.

25. Work with employers to develop a program of recurrent education to keep the workforce up-to-date and well-educated.

26. Introduce all students to the concept of lifelong learning as part of the college orientation.

27. Provide adult and continuing education programs that offer enrichment for citizens throughout their lives. Specifically, these programs need to draw upon the intellectual and cultural resources of the college; reflect both community college needs and the education traditions of the institution; and be coordinated with school, churches and other groups to avoid unnecessary duplication.
Is this recommendation consistent with our mission?

28. Emphasize civic literacy for adult continuing education programs by focusing on government, public policy, and contemporary issues.
Should we limit civic literacy only to adult continuing education?

INSTRUCTION RECOMMENDATIONS

29. Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.
Have our faculty addressed the issue of criteria for good teaching and student learning?

30. Restrict class size in core curriculum and development courses; and encourage all faculty to teach core classes and continually strengthen the literacy skills of their students.

31. Establish Distinguished Teaching Chairs or other appropriate recognitions for faculty who have demonstrated excellence in teaching.

32. Promote the role of the faculty member as classroom researcher—focusing evaluation on instruction and making a clear connection between what the teacher teaches and how students learn.
What incentives could be provided to facilitate this recommendation?

33. Develop a campus-wide plan for the use of computer technology in which educational and administrative applications are integrated.
Can the board be assured that integration will not hamper either educational or administrative needs?

34. Develop incentive programs for faculty who wish to adapt educational technology to classroom needs.

35. Establish a clearinghouse at the AACJC to identify educational software of special value.

36. Use technology to continue to extend the campus, providing instruction to the workplace, to schools, and to other community organizations.

Is this recommendation consistent with the college's mission and what are its long-term implications on staffing, student services, etc.?

37. Explore new uses of technology to build a national network of community college educators who—through electronic networks, satellite classrooms and conferences—can transcend regionalism on consequential issues.

How would such a network be of benefit to students, faculty, administrators, and trustees?

COLLEGE CAMPUS RECOMMENDATIONS

38. Build community beyond the classroom by strengthening the traditions of the college as a community of learning and making a full range of support services available to all students, even on weekends and evenings.

What are the budget implications of extending and increasing support services to students and teaching faculty?

39. Encourage counselors to work in close collaboration with faculty to build a learning community, with nonfaculty personnel also playing a strategic role in the building of community on campus.

What role should teaching faculty play in student advisement?

40. Insist that separation based on age, race, or ethnicity is not permitted and encourage collaboration between students with different backgrounds.

41. Coordinate international activities—perhaps in a single office—using foreign students as campus resources for enriching student and faculty knowledge of other countries.

42. Encourage student participation in community service programs and ask students who participate to write about their experiences.

COMMUNITY PARTNERSHIP RECOMMENDATIONS

43. Organize school/college consortia, developing a plan for educational excellence, identifying at-risk youth in junior high school, providing enrichment programs that make it possible for such students to complete high school, and providing local high schools with information on the academic performance of their graduates who go to college.

    Should the college board, in conjunction with local school boards, provide joint leadership for this recommendation?

44. Strengthen the transfer function of the community college with more students urged to consider a baccalaureate degree program, and special commitment made to increasing transfer rates among Blacks and Hispanics.

    How can the college best work with local high schools and universities to achieve this goal for all *students?*

45. Insist on coherent two-year/four-year transfer arrangements in every state, including the coordination of academic calendars and common course numbering in general education sequences.

    How can the board use its influence to facilitate common articulation agreements?

46. Encourage decisionmakers to use community colleges as a major resource in promoting state or regional economic development.

    What role should the board play in economic development?

47. Establish regional clearinghouses to keep track of emerging workforce needs in areas served by the community colleges.

    Do we know current workforce needs in our service area and are they consistent with our program offerings?

48. Increase training partnerships and exchanges to provide continuing education opportunities for faculty and training/retraining for employers.

    How can we encourage faculty and staff involvement in training/retraining programs?

49. Carefully integrate alliances with employers into existing community college programs and interests.

    How well are our vocational education advisory committees already meeting this need?

LEADERSHIP RECOMMENDATIONS

50. Develop strong presidential leaders who are able to inspire colleagues and convey a larger education vision.

    Is the board committed to this criterion of presidential leadership? How does our board promote and encourage presidential leadership?

51. Collaborate with universities to prepare a new generation of community college presidents, with special effort given to increasing the number of women and minority leaders.

    How can we work with other boards and our state association to support this proposal?

52. See the president as the foremost advocate for teaching and learning at the colleges.

    Does our board encourage and support presidential leadership in academic affairs? Does our board demonstrate strong interest in issues related to teaching and learning?

53. Strengthen their governance by relying on a wide range of decision-making processes that include collective bargaining, faculty senates, effective committee structures, or other mechanisms.

    How can a college governance process involving a wide range of groups be coordinated to best assist the president and board in their decision-making roles?

54. Make substantive leadership development experiences available for faculty and administrators at each community college, with faculty leaders encouraged to more actively participate in these processes.

55. Strengthen the role of community college trustees by stressing their role in selecting an effective leader and defining and monitoring institutional goals, and by expanding the professional development of community college trustees.

    Does our board conduct a regular self-evaluation in regard to these and other important board issues?

56. Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.

    How can the board encourage faculty, staff, and student participation in appropriate governance roles? And has the board clarified and articulated governance roles for these groups?

57. Assure that state funding formulas fully acknowledge the nature of services provided to part-time students and the level of support required to serve unprepared students.

What can the board do to ensure that state funding formulas are equitable and adequate for all student groups?

58. Urge corporations, private foundations, and philanthropies to remove policies that restrict or prohibit giving to community colleges.

What can the board do to overcome barriers and encourage/solicit foundation giving?

59. Encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.

What can the board do to assist?

ASSESSMENT RECOMMENDATIONS

60. Stress classroom evaluation as the central assessment activity of the college.

Is classroom evaluation in the form of grades an adequate measure of student outcomes? What about student job follow-up, competency testing, and transfer progress reports?

61. Develop a campus-wide assessment of institutional effectiveness with faculty and administrators involved in explicitly defining educational outcomes.

How will classroom evaluation (Recommendation #60) be integrated with institutional effectiveness assessment? How can the college take the lead on establishing accountability measures before state legislative intervention?

62. Insist that college-wide assessment measure student competence in literacy, general education, and an area of specialization.

What are the issues (i.e. adequate testing technology, definitions of general education, and student motivation for taking tests) that must be resolved before implementing such assessment?

63. Conduct periodic interviews or surveys of current students, graduates, and employers of graduates to help determine institutional effectiveness.

INSIDE INFORMATION

NAMES, ADDRESSES AND CONTACTS

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HOW TO GET COPIES OF KEY MATERIALS

Copies of the following written materials may be obtained by contacting Jack McGill at AACJC.

Building Communities: A Vision for a New Century report and recommendations.

College Team Workshops: Into the 1990s and Toward the 21st Century (includes list of recommendations and college self-assessment instrument, implementation strategies and abstracts of recent studies related to recommendation categories.)

PUBLICIZING YOUR CAMPUS ACTIVITIES THROUGH ACCT

Send press releases, reports, and photos of campus meetings and key leadership to ACCT headquarters. Reports from colleges on process being used to conduct review, follow-up activities being undertaken as result of review, and observations/comments of campus leaders will be used in the ACCT newsletter, *Advisor.*

NEED ASSISTANCE?

Colleges are urged to contact David Viar at ACCT, Dale Parnell or Jack McGill at AACJC. To get a list of colleges in your state participating in the project contact David Viar at ACCT.

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